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ABSTRACT

This curriculum guide addresses the physical, intellectual, and emotional growth of children. Four categories, those of physical growth, social growth, emotional growth, and development of communication skills, are said to have been selected in an effort to promote total development. Each category is described in terms of desirable concepts, along with accompanying or matching behavioral objectives. Each child may not be ready to perform the stated behavioral objective, even by the end of the school year. Some objectives are more appropriate later in the school year. However, these are included as goals around which the learning program is developed. The behavioral objectives for a given concept are sequenced in order of difficulty. A brief introduction to each component is provided. Since room arrangement is said to be closely allied with the instructional program, a basic list of equipment, a sample floor plan, and suggestions for room arrangement are also included. Parent participation activities which are said to be essential to the success of this program are described. To provide an example of a typical daily program for four year olds, a case study is presented. (Author/AM)

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OVERVIEW

The successful introduction of the child into the first formal learning situation is the responsibility of the early childhood education program. Attitudes, knowledges and skills acquired at an early age provide the necessary foundation for future learning experiences. These initial learning experiences can have a tremendous impact on the child's entire life.

The need for creative expression is as essential to an individual as the basic needs of food and shelter. A child's imagination, ingenuity, curiousity and creativity need to be fostered. New ideas develop as children are given the types of experiences which encourage stimulating thoughts and challenge the imagination. All children are creative and the experience they have while expressing themselves creatively is of far more significance than the final product. Thus, the experience itself is of prime importance to the child. He should gain self-satisfaction from it. The creative process involves the total personality, provides many opportunities for decision-making, permits the child to make his own contribution to the activity, and allows the child to suggest answers to daily problems that still need to be solved. Avenues for creative expression include the use of a variety of art media, carpentry, music, rhythms and dramatic play.

Children come to school with varied backgrounds, varied speech patterns, various degrees of knowledge, and varied attitudes toward education. The educational program in the early childhood years recognizes that all children are unique individuals. Therefore, careful and specific identification of each Early Push youngster is essential.

Children who are not ready for the learning experience when it is presented are constantly frustrated by their inability to master the skills and develop attitudes which promote success. Each child needs to grow and mature at his individual pace. Just as all children learn to walk, skip or

talk at different times, each child progresses in school at an individual rate.

The early childhood program attempts to develop a continuous program of learning which is geared to meeting the needs of each child.

INTRODUCTION

The purpose of this curriculum guide is to enable teachers to provide a child-centered instructional program in Early Push. Desirable concepts with accompanying or matching behavioral objectives serve as the framework. In using this guide, the teacher is encouraged to be flexible in gearing activities to the individual capabilities, needs and experiences of the child. THE GUIDE IS A BEGINNING. Each teacher has the responsibility to expand the suggestions developed in the guide.

Each child may not be ready to perform the stated behavioral objective, even by the end of the school year. Some objectives are more appropriate later in the school year. However, they are included as goals around which the learning program is developed. The behavioral objectives for a given concept are sequenced in order of difficulty.

This guide is based on the Philosophy and Purpose of Early Childhood Education developed by the Buffalo Public Schools. Early Push is concerned with the growth and development of the "whole" child, i.e. physical, intellectual and emotional growth. Four categories have been selected in an effort to promote total development. These categories are Physical Growth, Social and Emotional Growth, Intellectual Growth and Development of Communication Skills. The four categories used sometimes overlap since they cannot be completely isolated.

Since room arrangement is so closely allied with the instructional program, a basic list of equipment, a sample floor plan and suggestions for room arrangement are included. Parent participation activities which are essential to the success of Early Push Program are also described.

To give an example of a typical daily program for four year olds, the description of the teaching strategies of Mrs. Edith L. Geiger, a former Early Push teacher at School 36, are included. This report appeared in The Exemplary Teacher of the Disadvantaged: Two Views, part of the ERIC/IRCD Urban Disadvantaged Series, Number 30, July 1972 at Teachers College, Columbia University.

INTRODUCTION
PHYSICAL GROWTH

A child's natural joy in movement and his feelings of mastery as he progresses, enhance his emotional health. Better physical and emotional health, in turn, have implications for a child's ability to concentrate on tasks and to learn. Physical activity does not exist alone. It is accompanied by sensations and perceptual experiences. A well planned physical program can help children gain self-awareness and self esteem and prepare them to withstand pressures and anxieties. Problems such as poor motor control, behavioral disturbances, inability to learn, and distractability may be alleviated by proper promotion of physical movement.

The Early Push program provides opportunities for a child to move along in a pattern of muscular development and perception which promotes success for the future. This is accomplished through a multitude of resources including special equipment to be used properly in a program based on sound progressions of learning skills. Nutrition and good health habits are necessary components of a good physical development program.

CONCEPT

Physical coordination in the young child is dependent upon the simultaneous development of large and small muscles accompanied by sensory-motor activities.

BEHAVIORAL OBJECTIVE

Large Muscle Coordination

Given a demonstration of walking, the child will walk at various speeds, heights and in various moods. He will demonstrate heights by tip-toe, stoop, walk, etc. He will demonstrate moods by walking happily, confidently, dejectedly, etc.

Given a demonstration of skipping, hopping, jumping, climbing, crawling, rolling, tumbling and swinging, the child will imitate the example.

Given a story, the child will act out situations within the story which involve the use of large muscles (i.e. rowing a boat, pretending to carry, lift and push).

Given one, three-foot nesting bridge, the child unaided, will climb up and down the bridge.

Given two nesting bridges connected with a ladder, the child will climb up one bridge, cross on the ladder and dismount by himself.

Given a partner or partners, the child will be able to skip, hop, jump, crawl, roll or tumble with him or them for a specific length of time, covering a specific amount of space.

Small Muscle Coordination

Given a pounding bench and hammer, the child will pound the pegs until the peg is inserted in the hole.

Given a frame with snaps, etc., the child will open and close them.

Given a hammer and nails, the child will start hammering the nails into various materials (i.e. styrofoam, fiber-board, balsa, or soft wood.)

Given a demonstration of how to use scissors, the child will simulate with his hands the opening and closing motions required to use scissors. (Also punching, and squeezing down).

Given a scissors, punch, and stapler, the child will demonstrate the ability to use those tools by performing the function for which they are intended on paper, cloth, etc.

CONCEPT	BEHAVIORAL OBJECTIVE
	Eye-Hand Coordination
	Given pegs, a pegboard and verbal performance directions, the child will place the pegs in the holes in a given amount of time.
	Given a multi-piece puzzle which has been disassembled, the child will assemble the puzzle in a given amount of time.
	Given a lacing frame, the child will tie the shoe laces in a bow in a given amount of time.
	Eye-Foot Coordination
	Given a six foot balance beam, the child will successfully walk the length of it, first sideways and then heel to toe.
	When a beachball is rolled to him, the child will practice kicking it. Later he will kick it to a specific place or person.
	Given a strip of colored tape (about six feet long) placed on the floor, the child will hop the entire length of the tape.
	Tactile Sense with Small Muscle
	Given a form board and forms, the child, with his eyes closed, will correctly replace the forms.
	Given an inset cylinder set, the child, with his eyes closed, will correctly replace the cylinders.
The child's growth pattern, blood circulation, resistance to disease and emotional health are positively influenced by physical activity that is meaningful.	Agility and Balance
	Given two pieces of rope, placed parallel to each other on the floor about one foot apart, the child will jump over it.
	Given verbal directions, the child will jump in the air and make a quarter turn, a half turn and a full turn.
	The child will repeat the same activity on the Spring-O-Lene.

CONCEPT	BEHAVIORAL OBJECTIVE
Awareness of his own body, its parts, and how they work, prepare the child for dealing with his environment. Related to this is the ability to distinguish between right and left.	Body Awareness Given a rope that is taped at both ends to a table, the child will utilize the necessary muscles for the pulling action to dislodge the rope from the table. This action may be transferred to a specific task such as pulling on boots. Given verbal directions, the child will lie face down on the floor, hands beside his shoulders with palms on the floor and elbows bent. He will push on the floor with his hands and come to a standing position. Right-Left Discrimination Given a bean bag to hold in his right hand and the verbal command "right", the child will slowly raise his right arm to a horizontal position. Laterality The above exercise may be used with the right hand for right-handed children and the left hand for left-handed children, in order to strengthen the dominant hand.
Creative movement enables the child to use his body freely as a means of self-expression.	Personal Space Given verbal directions, the child stands apart from other children and tries to find out how far he can extend his arms and legs in all directions without touching anyone in order to find his personal space. Given music, the child will (bodily) interpret freely, according to the way he feels (i.e. twirling around, skipping, dancing, stretching, leaping, jumping at a variety of heights and with various degrees of speed).

CONCEPT	BEHAVIORAL OBJECTIVE
The child's ability to move influences and in turn is influenced by all of his psychological abilities, his abilities to communicate, to perceive, and to solve problems.	Coordination Given verbal direction, the child will stand next to a designated shape that has been drawn on the floor and then will jump into it with both feet together. Shown a model of a shape, the child will find a similar shape and stand on it (i.e. jump in and out of it, put both feet on it, sit on it, etc. This is called visual motor matching).
Awareness of the world around him depends on the child's concept of time and space, since all objects and all events occur in time and space.	Locomotion Given a verbal direction, the child will move forward at a very slow pace and very close to the floor. He will then be asked to move in other ways such as moving sideways, zig-zag, moving backward quickly, and moving in circles. He will move with varying degrees of speed and at various heights. Spatial Awareness Given a chair(s) and verbal directions, the child will place himself in the following positions: in front of- in back of- on top of - under - beside - between, etc.
Good health attitudes and practices developed at an early age set patterns for more productive living.	Health Awareness Given a nutritional and varied snack daily, an opportunity is provided for the child to taste foods with which he may not be familiar. Given proper instructions and appropriate facilities, the child will practice proper bathroom habits (i.e. flushing the toilet, washing and drying hands.) Given a dental kit and a demonstration of how to use it, the child will display the proper method for brushing his teeth. Given audio visual material and verbal explanations, the child will have a model for the development and practice of proper health habits concerning nutrition, rest and cleanliness.

INTRODUCTION

SOCIAL AND EMOTIONAL GROWTH

Social and emotional growth are interrelated. The child's emotional development affects and is affected by his social contact. The child's growth in both these areas begins with self-awareness.

Our major objective is to promote a positive self-image. A variety of classroom situations are created to develop this concept. As the child attains a positive self-image, he begins to experience satisfying inter-personal relationships by balancing his own concerns and desires with those of others.

SOCIAL AND EMOTIONAL GROWTH

CONCEPT

A positive awareness of self is the basis the the child's emotional and social growth.

BEHAVIORAL OBJECTIVE

Self-Awareness

Upon arrival in the classroom, the child will be warmly greeted by the teaching team and called by name. (teacher-objective)

Given a mirror image of himself, the child will:
- offer a reaction that the image is himself.
- offer a reaction that the image is himself by verbally stating his first name

Given a photograph of himself, the child will react by pointing to himself or otherwise indicating himself.

Given a photograph of the class, the child will identify his picture.

Given a photograph of a child, the child will identify:
- any two or three parts of his body and functions.
- any two or three parts of his clothing.

Given a place for his personal possessions, the child will put them in the proper place:
- when given an oral direction
- without the aid of an oral or visual direction.

Verbal recognition of the name may follow this sequence:

Given a verbal model of his first name, the child will respond by indicating recognition in any fashion.

CONCEPT	BEHAVIORAL OBJECTIVE
	Given a verbal model of the child's name and surname, the child will respond by indicating recognition.
	Given the question, "What is your name?", the child will respond by saying, "My name is_____ (first name).
	Given the question "What is your name?" the child will respond by saying, "My name is_____" (first and surname.)
	Visual recognition of the name may follow this sequence:
	Given a written model of his first name, the child will respond by indicating recognition in any fashion.
	Given a written model of his first name and surname, the child will respond by indicating recognition in any fashion.
	Given a group of name cards, the child will respond to the question "Can you find your name?" by pointing to his name.
	The child will be given the opportunity to view his name, photograph and work he has done, on display in the classroom. He will also relate his name to a place for possessions (i.e. name above clothes hook, etc.).
	Family Awareness
A variety of learning situations encourages the child to understand the relationship and roles of the people who influence his life.	Given a visual model of the mother figure, the child will respond by indicating recognition of that family relationship in any fashion.
	Given visual models of other members of the immediate family (father, mother, grandmother, grandfather, brothers, sisters, guardians), the child will indicate recognition of the relationship in any fashion.

CONCEPT	BEHAVIORAL OBJECTIVE
	Given a family situation (i.e.meals at home, outing, church, shopping, household chores,) the child will, through vicarious experiences (role playing, dramatic play, play models) imitate or identify roles played by various members of the family when engaged in the selected activity. As a result of the above, the teacher may observe and reinforce affective objectives dealing with the family such as: family loyalty familial love familial interaction
An awareness of the home, school and community environment contributes to the emotional growth of the child.	Home address
	Given a verbal model of the combination of the following street apartment number house number The child will respond by indicating recognition.
	Having achieved the above objective, city and state will be added to the model and the response will be the same as the above.
	When asked his address, the child will respond with the complete address as per objective #1 and #2 combined.
	Given a verbal model of his telephone number, the child will respond by indicating recognition in any fashion.
	When asked his telephone number, the child will make the appropriate response.
	School
	Given various opportunities to identify classmates, the child will respond by saying their name.
	After several visits throughout the school, the child will respond by naming areas pertinent to him and the functions that take place in these areas (office, gym, cafeteria, etc.).
	Given verbal models, the child will name his class (Early Push) and school.

CONCEPT	BEHAVIORAL OBJECTIVE
	Given various opportunities to identify school personnel,(i.e. teacher, aide, principal, crossing guard) the child will respond by giving the full name of each when asked by the teacher. In each case a stimulus will be provided for the appropriate response.
Community Helpers	Given visual models of the following community helpers: policeman mailman fireman medical assistants sanitation workers construction workers service attendants the child will identify the helpers by name task equipment mode of travel
	Given verbal models, the child will repeat the above objectives.
	Given a resource person representing one of the above community helpers, the child will have an opportunity to interact with that person(s).
	Given a trip to a locality common to one or more of the community helpers listed above, the child will have an opportunity to have a sensory experience which will further reinforce the concepts developed in the above objectives.

CONCEPT	BEHAVIORAL OBJECTIVE
Acceptable ways of interacting with others is encouraged through the daily activities.	Interaction Given a conflict situation involving another person the child will: seek adult help solve the conflict himself by verbalizing his wants seek peer help Given the opportunities to take part in the following activities, the child will demonstrate positive interaction with others by: sharing taking turns following directions working in groups
A responsive environment encourages self-confidence.	Security Given a free play situation, the child will: select a play area select companions select play materials and use them constructively Approach to unfamiliar situations: Given an errand to a nearby classroom, the child will: leave accompanied by the teacher leave accompanied by a peer leave alone Self Esteem Given a familiar song, the child will: sing with a large group sing with a small group sing with the aid of another child or adult sing alone when asked volunteer to sing alone

CONCEPT	BEHAVIORAL OBJECTIVE
	Given a disassembled puzzle or other disassembled self-correcting toy, the child will successfully assemble the toy.
	Given opportunities to experience the recognition of his own cultural background through the use of: stories songs visual aids foods, games the child will develop a sense of pride in his own ethnic origin.
Building independence is necessary to the continuance of the child's maturation.	Independence Given the direction to get his outdoor clothing, the child will: locate and secure his clothing and dress without disturbing others. select a location for dressing which does not interfere with others.
	Consistency - Given directions that it is "rest time", the child will follow this sequence: get his rug from the locker select a place to rest lay down on his rug without disturbing others
	Given a problem solving situation, the child will: reach a solution with adult direction seek assistance from the teacher or his peers to reach a solution reach a solution independently

INTRODUCTION
INTELLECTUAL GROWTH

The young child is intensely interested and curious about the world of people and things which touch him every day. He wants to know and understand the events and natural phenomena which constitute his environment. We can help the child gain this knowledge and understanding through careful interpretation of his everyday experiences and careful selection of other experiences which extend and clarify this information. Meaningful experiences as well as a maximum of adult-child interaction promote the growth of the child's intellect.

A daily program is designed to foster development of the child's sensory perception and communication skills, as well as his ability to form concepts and solve problems. Activities are planned which include a variety of materials which the child manipulates and experiments with at his own rate of progress. The teacher is aware of each child's ability to understand concepts and ideas and she facilitates the steady development of these abilities no matter what the level. Activities are arranged to provide the child with a continuous progression of skills and knowledge.

Just as it is important to make it possible for the child to extend his wealth of information, so it is important to provide help and guidance in the interpretation and use of this knowledge. To this end, activities are included which promote the development of the child's ability to associate ideas, understand cause and effect relationships, classify, discriminate and generalize his information. In addition, the guide suggests opportunities for a child to utilize and implement his acquisition of intellectual concepts and skills in a creative manner.

Intellectual growth is directly related to all other curriculum areas.

There is a close relationship between language and thought. As the child strives to translate a developing thought into words, he is making fine distinctions and evaluating ideas through interaction with others. Physical movement involves sensory perceptual experiences. Social and emotional adjustment enhance learning. In turn, having information and being able to use it in appropriate ways is a source of great satisfaction to the child.

INTELLECTUAL GROWTH

CONCEPT	BEHAVIORAL OBJECTIVE
The child attempts to conceptualize his daily experience, to see cause and effect relationships, to discriminate, classify and generalize his information.	Classification Given a number of assorted buttons of different sizes, shapes, colors and texture, the child will sort the buttons according to a property of his own choosing. Given a Learning Tower, the child will stack cubes correctly from largest to smallest without error in a given amount of time. Given a number of pictures, the child will sort by categories (i.e. hamburger, apple pie, ice cream,) the child will supply the category (i.e. food, what we eat, etc.).
The child must be free to experiment and test his own notions about the way to solve a problem.	Problem Solving Given a magnetic board and shapes and a picture of an object made with the shapes, the child will use these tools to duplicate that object. Given the Mix and Match Puzzle Cubes, the child will select a picture design from the set and arrange the cubes in the correct order to duplicate the picture design. Given Tinker Toys, bolts, and nuts and the necessary materials, the child will construct an object of his choice that he can label appropriately. Given an assortment of various sizes and shapes of soft wood, a hammer, nails, the child will construct an object of his choice that he can label appropriately. Given the parts in one group of two distinct puzzles of about five pieces each, the child will assemble each of the two puzzles correctly.

CONCEPT	BEHAVIORAL OBJECTIVE
	Given the number of children present, enough paper plates, paper cups, napkins, and plastic cutlery, the child will set the correct number of places for the extended snack.
	Given ten colored cubes, of only five different colors, the child will be asked to divide the cubes evenly according to number and color between himself and another pupil.
	Given a group of three colors, when two of the three colors are known by the child, the child is given the name of the third color and asked to select it.
	Given various unit blocks, the child will construct a leaning tower as high as possible without it falling and be aware of the height and construction possible without it toppling.
	Given some unit blocks, a toy model car and verbal directions to build a garage, the child will build a structure that the car will fit into.
	Given a situation where a child insists that he wants to paint <u>now</u> and all easels are in use, the child will engage in another available activity until an easel is available.
Sequence	
	Given four or five picture cards which tell a simple action story, the child will place the cards in the correct sequential order.
	An example of a story might be:
	a boy opens the refrigerator he takes out a bottle of milk he opens the bottle he pours the milk into a glass he drinks the milk.

CONCEPT	BEHAVIORAL OBJECTIVE
	Inference
	Given a closed opaque box containing two ping pong balls or any other objects, the child will shake the box and then state what he thinks is in the box.
	Given an action picture, the child will state what happened before the pictured events and what will happen after them.
	Given an opaque bag containing an item such as a spool of thread, a comb, a tooth brush or a spoon, etc. the child is asked to place his hand in the bag to feel the item and then to name it.
	Observation
	Given a group of four or five objects, the child will study them carefully and then close his eyes. The teacher will then remove one of the objects from the group. The child will open his eyes and state which object has been removed. (The teacher may remove more than one object or she may add one or more objects.)
Senses are the source of data for the thought process. Perception is the meaning which is attached to sensory data.	Senses and Perception
A child learns from and interprets his surroundings as he perceives them through his senses.	Visual Acuity (Extrinsic)
	Size
	The child will discriminate between two or more items in a group according to the following criteria:
	Given verbal directions and three objects similar in all but size, the child will select: largest smallest middle-size
One of the ways the child learns to interpret his surroundings is through his visual sense organs.	Given verbal direction and three objects similar in all but height, the child will select: tallest shortest middle-size

CONCEPT	BEHAVIORAL OBJECTIVE
	Given two objects in relation to a third object, the child will select: closest farthest next to away from
Shape	Given verbal directions and a group of three shapes, two of which are similar, the child will select: the two which are similar the one which is different
Color	Given three circles of the same size (2 red and 1 blue) the child will select: the two which are similar the one which is different
	Given three pieces of paper, each in a different primary color and of the same size: the child will match the teacher's choice (ex. the teacher holds up a red paper and the child picks up his red paper). The child will verbally label the color.
	Given three objects, dissimilar in size and shape, two of which are single color and one a different color, the child will select: the two which are similar in hue the one which is different in hue
	Given verbal directions, the child will locate five objects of the same color. These may be: objects in the classroom, (magazines, clothing,) or objects brought from home.
Visual Acuity (Intrinsic)	Ability to discriminate between complete and incomplete representations. Given a complete and incomplete disign or representation (i.e., cards, cubes, etc.) the child will point to the representation which is: complete incomplete

CONCEPT

BEHAVIORAL OBJECTIVE

Given an incomplete design or representation, the child will complete it by adding the missing part (parts) which he selects from an array of cut out parts.

Ability to discriminate between two or more items in a group according to the following criterion:

position
design

Given four figures of the same kind, placed in a row with three facing in the same direction and one facing in a different direction, the child will point to:

three that face in the same direction.

one that faces in a different direction.

Given three designs, two of which are the same and one of which is different the child will point to:

designs which are the same
design which is different

One of the ways the child learns to interpret his surroundings is through his hearing sense organs.

Auditory Perception

Position (Sound direction)

Given a sound, the source of which is out of sight of the child, the child will point in the direction of the sound.

Pitch (high-low)

Given sounds of two or more pitches the child will:

identify the highest pitch by saying the 1st, 2nd, etc.

identify the lowest pitch by saying the 1st, 2nd, etc.

Given models of high and low pitch, the child will imitate these by matching the pitch vocally.

CONCEPT	BEHAVIORAL OBJECTIVE
	Tempo (fast-slow)
	Given two or more models of various tempo, the child will indicate the fastest and slowest tempos.
	Given a specific tempo, the child will imitate that tempo by a specific activity (i.e., steady beat to various tempos, body motions to various tempos).
	Dynamics (loud-soft)
	Given two or more models of various dynamics, the child will indicate the loudest and the softest sounds.
	Given a model of a specific dynamic, the child will imitate that dynamic by a specific activity (i.e. tapping on a desk top, playing a rhythm instrument).
One of the ways the child learns to interpret his surrounding is through his touch sense organs.	Tactile Perception Texture (rough-smooth)
	Given several objects (plastic, corrugated paper, sand paper, steel wool, cotton), the child will feel the surface of the object and describe the characteristics (smooth, bumpy, rough, scratchy, soft).
	Resistance (hard-soft-smooth-rough-fluffy)
	Given several objects (wood, cotton, stone and foam rubber), the child will feel the surface and describe its characteristic (hard, fluffy, rough, soft).
	Viscosity (liquid density)
	Given two liquid substances of different viscosity, (water, cream) the child will select the one which is: thinner thicker
	The child can experiment (i.e. put a stick in and pull it out, stir, etc.)

CONCEPT	BEHAVIORAL OBJECTIVE
	Temperature (hot-cold) Given hot/cold objects to touch, the child will determine which is: hotter colder
	Moisture Content (wet-dry) Given wet/dry objects to touch, the child will determine which is: wet dry
One of the ways the child learns to interpret his surrounding is through his taste sense organ.	Gustatorial Acuity (taste) Given sample tastes of the four basic varieties (bitter, salty, sweet, sour), the child will verbally discriminate between these. Example of tastes may be: bitter - bitter chocolate salty - salt sweet - sugar, various kinds sour - sour pickle, lemon
One of the ways the child learns to interpret his surroundings is through his olfactory sense organ.	Olfactory Acuity (smell) Given sample odors (strong and weak-sweet and sour smells), the child will discriminate between them: sweet - perfume, oranges, cinnamon, sour - vinegar, sour milk
Through mathematical concepts the child is given a system for perceiving, organizing, and describing the things he sees.	Number System Rote Counting Given a finger play, "Counting the Numbers", containing numbers one to five, the child will repeat it upon verbal cue. Given a finger play containing numbers 1 to 10, the child will repeat it upon verbal cue. Rational Counting Given a group of objects, the child will count in a sequence from left to right. Typical sequences are as follows: 1 - 3 1 - 5 1 - 10 1 - 20 Given a number sorter, the child will place each square on the corresponding peg or pegs (working first with numbers 1-5 and then with numbers 1-10).

CONCEPT	BEHAVIORAL OBJECTIVE
	Having achieved the above activity, the child will name each number in correct sequence.
	Given a group of children, the child will count, in sequential order, the correct number of children.
	When placed within a group of children and given a verbal cue, the child will count-off in sequential order. The correct sequence is the number following that stated by the previous child.
Number Concept	
	Given three pegs arranged in a horizontal row on a paper and three pegs arranged in a vertical row on another paper, the child will indicate if the same number of pegs are on each paper.
	Given four blocks placed one on top of each other on a table and four pennies placed parallel to each other on a table, the child will indicate that there are the same number in each group.
	Given the following three arrangements of blocks:one and four; three and two; and two and two and one; the child will indicate that all groups contain five.
	Given a box of cubes and verbal instructions, the child will put the correct number of cubes in the specified place.
	Given a snack table to set for five children, the child will count and place enough spoons, plates, cups and napkins for five children.
Numeral Recognition	
	When shown a symbol representing a number and given a verbal model of that number, the child will respond by stating the number.
	Given a symbol of a number, the child will locate a matching symbol.
	Given a verbally stated number, the child will locate a matching symbol.

CONCEPT	BEHAVIORAL OBJECTIVE
	Measurement
	Given a pitcher of water, the child will pour water into a measuring cup as directed 1 cup water $\frac{1}{2}$ cup water
	Given eight ounces of water in a cylinder that is taller than it is wide and eight ounces of water in a cylinder that is wider than it is tall, the child will indicate that there is the same amount of water in each container.
	Addition
	Given two objects, the child will: add one more to the group state how many there are all together
	Given a class of more boys than girls, the child will state how many more boys there are than girls.
	Subtraction
	Given a group of four objects, two of which will be removed by the adult, the child will: point to the number that remain state the number that remain
	Fractions
	Given a circle cut in two equal parts, the child will: count the number of halves in the circle. point to one-half of the circle.
Shapes	
	Planes
	When given the model of a plane (i.e., circle, square), the child will identify a similar shape from a group of 3 shapes.
	Given a circle and a triangle of the same size and color, the child will upon verbal cue identify: the circle the triangle
	(Note to Teacher: Use above model for identifying other shapes - square, rectangle, heart, diamond, pentagon).

CONCEPT	BEHAVIORAL OBJECTIVE
Solids	When given the model of a solid (i.e., sphere, cube cylinder), the child will identify a similar shape from within a group of three shapes. Given a sphere, cube and cylinder of the same size and color, the child will upon verbal cue identify: the sphere the cube the cylinder
Sizes	Given two objects, the child will select the larger one and respond with the verbal label (large etc.) Given two objects, the child will select the smaller one and respond with the appropriate verbal label (small, etc.) Given the reading of the book, "How Big Am I" the child will compare his size to one of the animate or inanimate objects in the book. Given three or more objects, the child will upon verbal cue, identify the following: the largest the smallest "between" sizes Repeat the above objectives for the following attributes: tall - short wide - narrow more - less
Space Relations	Given an object and verbal directions, the child will place the object in the following positions: on top of the desk, under the chair, in back of the shelf, next to the easel, in between the tables, etc.
Time	Given a series of pictures showing the events of a child's normal daily routine, the child will tell what part of the day he attends school as opposed to the time that he sleeps.

INTELLECTUAL GROWTH

CONCEPT

Children learn about some aspects of the forces of nature by observing sound sources, magnetism, electricity and mechanical energy.

BEHAVIORAL OBJECTIVE

Observation and Discovery

Sound

Given sounds (tape) of car, airplane, train, telephone, bells, fire engine, piano, drum, etc., the child will identify each by:

- pointing to pictures of above objects which made sound
- verbally stating source of sound being made (without using picture).

Magnetism

Given properties of magnets and collection of objects, the child will select those which can or cannot be picked up by magnets.

Electricity

Given examples of uses of electricity, the child will be able to name objects which:

- give us light
- run by electricity

Mechanical Energy

Given tools, the child will identify those found in:

- home
- garden

Given tools, verbal directions and a demonstration, the child will be able to use:

- hammer
- saw
- screwdriver

CONCEPT	BEHAVIORAL OBJECTIVE
Children learn life processes by observing plant and animal life.	Living Things Given a variety of live animals, the child will have the opportunity to observe the following aspects of the life functions: eating and elimination sleeping reproduction and growth general care death (if it occurs) Given various flat and three dimensional models of animals, the child will be able to identify the animal by name and identify: characteristics (i.e., wild, zoo, pet, farm) mode of locomotion (i.e., legs, wings, fins, muscle) uses to man (i.e., food, fur, hide) Given a variety of seeds and plants, the child will have the opportunity to observe the following processes: influences of air, water, light, heat influences of deprivation of above Given various models of plants, the child will be able to identify the plant by the following characteristics: food source (fruit or vegetable) pleasure source (flower) utility source (rubber tree) Given a variety of insects, the child will identify: name mode of travel home food value to man harm to man physical characteristics
Children learn about non-living things by observing rocks, soil, water, air and sky.	Earth Science Given opportunities to observe changes in weather and sky conditions, the child will identify: type of day (rain, snow, sun, clouds, wind) temperature changes seasonal changes

CONCEPT	BEHAVIORAL OBJECTIVE
	Given a variety of objects taken from nature (rocks, shells leaves, etc.), the child will identify qualities related to each of the following: physical properties origin name
The child needs to display the acquisition of intellectual concepts in a creative manner.	Creativity
	Given a variety of art media, the child will complete, to his satisfaction, an art activity of his own creation.
	Given a musical listening experience, the child will react in a manner that indicates he understands and enjoys it.
	The child will express concepts of big,small, short, tall, etc. by utilizing unit blocks to create different types of constructions.
	Given the necessary equipment and supplies in the housekeeping area of the classroom, the child will act out any adult role in his own way.
	Given a set of lego blocks, the child will construct an object of his choice.
	Given an attentive adult listener, the child will speak spontaneously.
	After hearing the story, Ask Mr. Bear, the child will suggest various gifts and where he can find them.
	Given the necessary equipment and supplies for water play,the child will become absorbed in the activity.
	While listening to a musical recording,the child will use a rhythm instrument of his choice to respond in his way to the tempo and beat.

INTRODUCTION

COMMUNICATION SKILLS

The individual language personality of an Early Push child is always respected and accepted at the same time that precise standard language from adults (teacher, aide and parents) adds to his auditory diet. While a child's grammar or word usage is never directly corrected, adults will continually utilize a verbal expansion technique to promote a child's exposure to broader and more varied language. Also important for the children's oral and eventual written language, is their sensitivity to the environment of the classroom and the world at large. We hope children will become increasingly sensitive to the world in which they live - to talk about it, to learn to dictate their ideas and feelings so they can see them in written form, to represent their thinking through the use of many different media, and to project their feelings and ideas through role-play.

Since communication among children is fostered by activities with other peers and adults, the children in Early Push will have many opportunities to interact with a variety of materials such as tape recorders, puppets, films, etc.

Language development is fostered in a program which values self-expression. Consequently the children will be encouraged to express themselves spontaneously both verbally and non-verbally in all areas of the classroom program. Adults, including parent participants in the program, should be aware of children who are not yet ready to communicate verbally and gently help these children to use gestures, single words and simple phrases to communicate basic needs. Although the curriculum content is somewhat sequenced, moving from simple to more complex language activities, individual children will move at a different pace. The child who enters class in the fall with almost no verbal skills and leaves in the spring able to use phrases and perhaps simple sentences will have made incredible progress.

A child's speech is influenced by others. Thus, we deal first with the various words which name objects, actions and activities etc., with the primary objective being recognition of word usage by others. Later the child uses speech to direct his own behavior and other's behavior as a by-product of his responsiveness to what others have said to him.

Along each communication channel there are processes which facilitate communication. There is a receptive process (hearing, seeing, touching), an expressive process (vocalizations, motor activities) and most improtant an organizing process. This organizing process involves internal manipulation of symbols, memory, etc. The curriculum content reflects both general language concepts and specific concepts which attempt to deal directly with development of the receptive, expressive, and organizing processes of the communication channels.

COMMUNICATION SKILLS

CONCEPT	BEHAVIORAL OBJECTIVE
A classroom atmosphere that promotes spontaneous, creative language enhances the child's self-concept.	Given the following situations, the child will converse with adults or peers: greeting upon entering the classroom discussions of games in the manipulative play area or other areas in the room. conversations at snack time talking during outdoor play activities discussions on field trips (walking or bus trips) verbal directions in preparation for dismissal
Pairing verbalization with a focused small motor activity stimulates language.	Given the teacher's reinforcement, pairing verbalization to the child's motor activity, (i.e. "The number sorter piece with two holes is placed on the section with two posts"), the child will: comment about the motor activity, (i.e. "John put all red pegs in the holes" or "Mary has painted two pictures"). respond to... "Tell me what you are doing?" With (i.e., "I made a blue design on paper"). When the child is finished expressing himself voluntarily, the teacher will extend a child's words, (e.g. If a child says "Joe, him got one too," the adult responds, "Yes, Joe has a cat, too. Do you remember the time that the cat followed him to school?)
Question and answer games promote grammatical language structure.	Given an object lotto game, the child will hold up a card of an object and ask "Who <u>has</u> this...?" Response might be "<u>I have it</u>." Given word clues, the child will identify people as he, she or it. (Teacher: "Peter is a boy"...Child: "Yes <u>he</u> is." "Mary is a girl?... "yes <u>she</u> is." "A block is a thing"... "yes <u>it</u> is.")

CONCEPT	BEHAVIORAL OBJECTIVE
The child must develop means of communicating his feelings and emotions.	Given a pantomime by the teacher, the child will state which mood the teacher is expressing (happy, sad, surprise, etc.)
	Given an opportunity, the child will pantomime simple moods or emotional feelings (happy, sad, angry, etc.) and will describe the mood he is pantomiming using a full sentence, and if possible, attempt to associate a cause to the emotion. ("I feel happy because this is fun to do!" "I feel sad because we can't go out to play because it's raining." "I feel angry because I didn't get a turn to paint.")
In developing a facility in describing his environment, a child's own stories and poems serve as stimuli.	Given the opportunity of hearing the teacher read at least one story or one poem each day, the child will be encouraged to tell and act-out his own stories and poems, both real and imaginary.
Children's literature serves to enrich and inspire children to love language.	Given many opportunities to become familiar with stories such as The Three Bears, The Three Billy Goats Gruff, Ask Mr. Bear, etc., the child will participate in acting them out.
	Given opportunities to become familiar with stories, the child will act out these stories with puppets.
Children need to label their environment through nouns both proper and common.	Given opportunities to identify classmates, the child will respond by saying their first and last names.
	Given verbal directions, the child will name some of the common objects in his environment.
	Given the game Picture Lotto, the child will be able to match the named lotto card with the picture on his lotto board.
	Given a language master and card bearing a picture of a noun that a child has used the child will be able to verbally label the noun by recording his voice on the tape.
	Given a common object within the classroom, the child will list at least three descriptive characteristics. (color, name, function, shape, composition, etc.)
	Given the characteristics of a familiar object, the child will select the object from a group and name it.

CONCEPT	BEHAVIORAL OBJECTIVE
	Given a picture of himself or another child, the child will identify himself or his peer. (see self-concept).
The child needs to label movements of people and animals. The child should be able to describe verbally the action he is performing.	Given use of the portable climbing equipment, the child will describe his movements. "I am climbing up." "I am sliding down." "I am reaching."
	Given the opportunity to pantomime the movements of people and animals, the child will develop the vocabulary to identify basic body movements, both human and animal.
	Presented with a pantomime of an acitivity, the child will describe the activity he observes: (i.e.eating, jumping, washing dishes, drawing, fighting, painting, etc.)
	Presented with a descriptive action, the child will anticipate his movement and announce it (i.e. "I <u>will</u> walk down the ladder." "I <u>am going</u> to hang by my knees." etc.)
	Presented with a descriptive action, the child will be able to supply the appropriate modifier for that action (i.e. John is walking slowly, Jane is jumping <u>high</u>, Sharita is sliding slowly backwards).
The child should be able to describe verbally the actions he sees depicted in pictures and photographs.	Given a picture of himself performing a familiar action, the child will describe the action.
	Given a picture of a classmate(s) performing an action, the child will describe the action.
The child needs to be able to describe the world around him.	The child will see the connection between an action, a picture of an action, and words describing an action as an outgrowth of the above objectives.

CONCEPT	BEHAVIORAL OBJECTIVE
	The child will develop the vocabulary for identifying color, shape, size, sound, smell, taste, touch, emotions. Given many opportunities for concrete experiences involving tasting, smelling, touching, seeing and hearing, the teacher will supply the descriptive word. (Refer to intellectual development curriculum section).
The child needs to become familiar with the alphabet letters and be helped to see how they make words.	Given the opportunity to manipulate the alphabet magnetic board to explore sets of sandpaper letters and to become familiar with the keys of the Key Teacher, the child will be able to do the following: sing the alphabet song say the alphabet trace the letters as presented on sandpaper forms recognize various letters of the alphabet name the letters of the Key Teacher select from the alphabet the initial for his first and last name recognize his own name, peer names, family member names and labels for familiar objects draw them in sand or play dough produce the image on a chalkboard and paper reproduce his name as a result of the above name the letters of the Key Teacher with adult help

CONTENT	BEHAVIORAL OBJECTIVE
Early exposure to a variety of experiences in looking and listening is important in language development. (Simple activities such as washing hands or putting on shoes are an integral part of language training when they are guided to a definite end).	Given careful and routine descriptions of each step of an exercise such as washing hands, clearing the table, setting the table, etc., the child will learn to focus attention on what to look at and listen to. (These activities will help hyper-active and disorganized children quiet down as they learn to exercise their motor drive in directed and purposeful activity as a response to a verbal directive).
The child must be able to derive meaning from verbally presented material. In order to accomplish this, he needs to discriminate between auditory stimuli.	Given an imitation of an animal, the child will be able to simulate the animal sound (i.e. growl, bark, mew,) and identify the animal which makes that sound.
	Given an auditory clue, the child will be able to identify the voice of a child saying hello or good morning.
	Presented with several small cereal boxes filled with items such as beans, rocks, tacks, etc., the child will be able to identify two boxes which contain the same material by sound alone.
	Given verbal directions, a group of five children will be able to pass a whispered sentence from the first to the fifth child without error.
	Given a series of nonsensical or logical statements relevant to his own level of experience, the child shall discriminate between the logical and non-sensical (i.e. "Do bananas play the piano?" "Can people fly like birds without an airplane?")

CONTENT	BEHAVIORAL OBJECTIVE
The child must be able to relate, organize and manipulate visual symbols in a meaningful way.	Presented with three items, the child will be able to select two which belong together and one which does not belong, (i.e., two red objects and one blue one, a toy and two edibles, two squares and one circle, etc.) Presented with four items, the child will be able to group them into two categories (i.e. a doll and a toy truck; a boot and a hat). Categories should be toys and clothes. Given pictures of actual objects, the child will manipulate and organize the pictures into categories.
The child must be able to relate, organize and manipulate auditory stimuli in a meaningful way.	Given incomplete statements, the child will supply the final word. I drink milk from a _____. Meat and bread are both good to _____. I cut with a _____. I pound with a _____. etc. Given a sequence of nouns, the child will respond with the proper category (i.e. hamburgers, apple pie and ice cream are all _____(food). Dolls, blocks and puzzles are all _____(toys). Categories are limited to food, toys and clothing.
The child needs to remember a sequence of visual stimuli.	Presented with three blocks of different colors, the child will look at the arrangement and after it is taken away will be able to duplicate the pattern.
The child needs to remember a sequence of verbal stimuli.	Presented with two simple directions, the child will remember and execute them immediately. Presented with two directions, the child will execute them following a time lag (i.e., "When you are finished with your art work, hang up your smocks and wash your hands"). (Follow the above pattern adding three and then perhaps four sequences increasing the time lag between issuance of direction and execution.)

PARENT PROGRAM

Early Push recognizes the importance of parent participation in all aspects of the program. The initial parent-teacher conference provides the opportunity for give-and-take . Both parent and teacher may use this session to "share and exchange information concerning the child, Project Early Push,and specific teacher and parent expectations of parent-teacher cooperation and communication" (p. 21 Parent Participation Guide).

Throughout the school year the home-school relationship is expanded and enhanced through various specially planned activities including workshops, social hours, mid-year and final progress reports. More informal classroom participation is also encouraged. All Early Push classrooms have an "Open Door Policy" which means that parents are free to visit at any time. Parents have much to contribute in terms of helping with routines, working with individual children and small groups,and sharing their special talents (occupations and hobbies). Parents are also encouraged to accompany Early Push classes on field trips.

In addition, the Parent Council composed of representatives from each Early Push classroom meets at least twice yearly at City Hall. Here parents are given an opportunity to make suggestions for the improvement of Project Early Push. Many quality recommendations affecting the continuous growth and improvement of Project Early Push have been made by parents including style, frequency and content of parent meetings, basic parent employment policies and selection of toy library materials. Parents are thus encouraged to develop their own parent program.

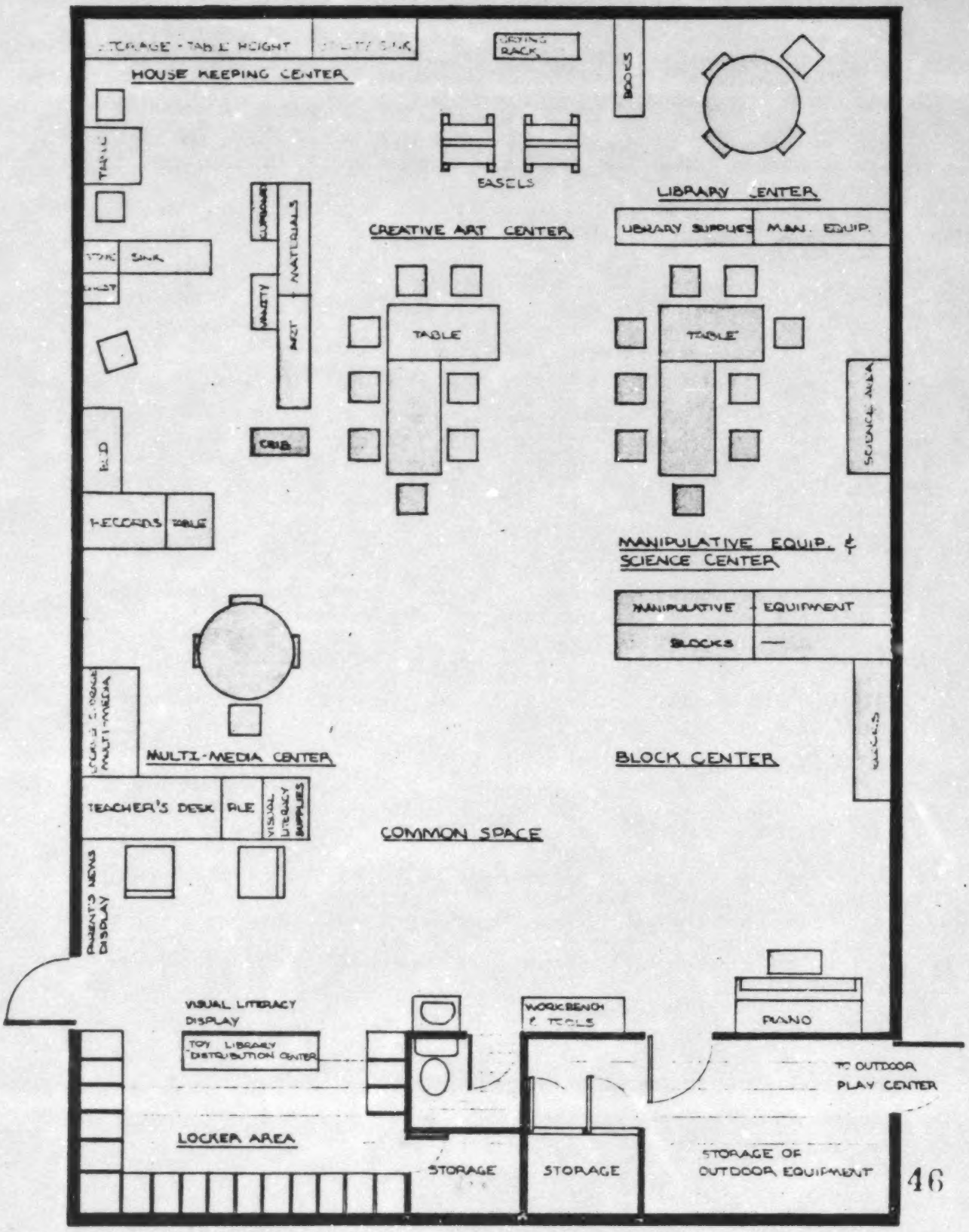
Other parent program features include a monthly newsletter which includes pictures and stories about Early Push children, parents and staff events and a Toy Library in each classroom where parents may borrow books, records and manipulative materials to use at home with their children. Annual parent surveys are also conducted. These determine what changes or additions parents would like as well as give Early Push feedback about the success of present ventures.

Of vital importance to the Early Push parent program is the work of the Community Aides. Community Aides serve as liaisons between the school, home and community. Their home visits (including the deliveries of the learning kit) and telephone contacts, assist classroom teaching teams working to increase the quality and quantity of parent participation in Project Early Push.

For additional information, see Early Push Parent Participation Guide and the Visual Literacy Guide.

SUGGESTED DIAGRAM FOR ORGANIZATION OF

SPACE AND EQUIPMENT, INDOORS



SUGGESTED DIAGRAM FOR ORGANIZATION OF SPACE AND EQUIPMENT, INDOORS
1 IN. = 4 FT.

A Guide to Room Arrangement

A child's learning experience is richest when the environment responds to his needs. Children should be given as much freedom as possible, freedom to explore and experiment, to make choices, to work at their own speed and in their own way.

Understanding how children learn and what young children are like, is basic in choosing equipment. Other important factors to be considered are:

1. Safety - well being of child
2. Durability - lasting quality of equipment
3. Variety
   a. to stimulate large muscle activity.
   b. to promote cooperative play.
   c. to encourage dramatic play.
   d. to stimulate creativity and interest.
   e. to encourage quiet activity.

The space and physical facilities available determines to some extent the location, how much and what kind of equipment teachers will want to use in their daily program. The space arrangement of the equipment in the room can help avoid many problems. Noisy activities should be separated from quieter ones. Room furniture should be the proper size for young children.

Room Arrangement - Basic Equipment

1. Basic to every room arrangement are chairs and tables of a height suitable for small children. A few adult chairs should be included.

2. Locker units should be provided for wraps and personal possessions of each child.

3. A filing cabinet and a desk are helpful but should not interfere with the available play space.

4. A carpet used in the block area minimizes the noise.

5. A self contained room should include one child-size bathroom, one child-size sink and one utility-size sink.

6. Good lighting fixtures and adequate electrical outlets are essential.

7. Walls, ceilings and floors should be sound and leak proof.

8. All surfaces should be of a nature that they can be easily cleaned (including carpets).

Interest Centers

Various "interest centers" should be established to stimulate learning in the classroom. These centers are interchangeable and concurrent according to the planned activities of the day and the child's needs and interests.

A. Block Center

The block center should be located in a corner or non-traffic area of the classroom. Adequate floor space for building is essential. Blocks should be stored in low open shelves that enable children to take them out and put them away. A silhouette may be placed in each cubicle to encourage a feeling for orderly stacking and arrangement of blocks according to shape and size. Block accessories (such as transportation toys, small figures and animals, wooden doll furniture) should be included in this area.

B. Housekeeping Center

Play in a housekeeping area enables children to clarify, organize and practice understanding of what they see and hear in their own environment. Movable storage shelves or child-sized furniture (such as sink, cupboards, stove) may be used to outline and/or separate this area.

C. Art Equipment and Supply Center

Working with a variety of art media such as paints, crayons, clay, etc., children are provided with sensory experiences and creative satisfaction. The purpose of art with young children is experimentation, discovery and the creative experience itself. The process, not the finished product, is important. This center should be set up with tables, chairs, easel and shelves containing limited amount of art material. This material should be gradually increased and changed as the children gain confidence and dexterity in its use. If at all possible, this area should be in close proximity to the sink.

D. Manipulative Center

A great part of the young child's learning seems to take place on the sensory-motor level. Manipulative equipment can promote learning and the development of eye-hand coordination, spatial relations and perception. A table and chairs should be provided near shelving containing toys so that each child may have the opportunity for the pursuit of quiet activity, sometimes alone and sometimes in a small group.

E. Library Center

The library corner should not be in a traffic lane or close to robust activities. A small reading table, chairs and a book rack or shelves complete the area. A flannel board could be included with these books. A small rug adds warmth and informality to the area.

F. Multi-Media A.V. Center

Multi-Media equipment may be in a self-contained area or combined with the library area. It would include a Language Master, ear phones, phonograph, tape recorder, viewmaster for slides, film strip previewer and so forth. Since this is partially a listening center, a quiet area is desirable. Nearby electrical outlets are essential.

G. Science

Children's learning in science will be deepened and encouraged if constructive, manipulative equipment for individual and group science activities are provided. Provision should be made for materials such as terrarium, aquarium, animal cages, plants, magnets, magnifying glass, etc. Nature experiences may be introduced through outdoor activities or examples brought into the classroom.

H. Common Space Center

1. Music and Rhythms - The placement of this center depends largely upon the physical facilities available. It may be set up as a separate center housing piano, musical instruments and phonograph, or incorporated into other areas. A common space center where there is room for children to sit in a group, play games and move to rhythms is essential.

2. Large Muscle Equipment - Many chances should be provided for children to develop their large muscles through climbing, lifting, pushing, and pulling. This equipment may be used indoors in the common space center and outdoors, depending upon weather conditions and available space. In some schools, large muscle equipment may be used in the gym.

3. Sand, Waterplay and Woodworking - These activities are essential to the program. They are especially good for the hyper-active child. Equipment for these activities may be used in the common space center if there is no place in the room to set it up permanently.

4. Outdoor - Fresh air, sunshine and times to be noisy with their peers are necessities. An ideal outdoor play area would include plenty of open space for wheeled toys and an easily accessible storage area. It should be located far away from traffic hazards. The surface should have a variety of levels and a variety of compositions such as grass, concrete, sand, and sawdust. It should be open to both sun and shade and be easily supervised. An ideal outdoor play area would include a large built-in sandbox, swings, slide and stationary climbing equipment.

As children's reactions are observed, some materials may be eliminated and others introduced. Often a re-arrangement of equipment stimulates more constructive activity. Equipment made by parents or teachers and surplus or waste products from stores or factories are valuable assets to the program.

Program space is not confined to the classroom and playground. The whole school building (gym, kitchen, library, etc.) and the surrounding community (homes, stores, library, firehall, etc.) should be included in the area used for the child's daily living.

PROJECT EARLY PUSH

EQUIPMENT INVENTORY

FURNITURE

Block Cart
Chalk and Cork Divider
Kindergarten Chairs - 13"
Kindergarten Tables - 23"
Carpet Sweeper
Carpets
Locker Units, Open
Metal and Fiberson Top Table and Two Chairs
Rockers
Teacher's Chairs
Teacher's Desk
Filing Cabinet, 2 drawer
Storage Shelves
Storage and Flow Cabinet
Fold-A-Way Storage Cabinet
Combination Wardrobe Storage Locker
Room Divider and Pegboard Screen

HOUSEKEEPING

Child Sized Doll Bed 31" x 16"
Doll Carriage
Double Decker Doll Beds
Dresser without Mirror
Hutch Cupboard
Ironing Board
Metal Dress-Up Mirror
Refrigerator
Sink
Stove
Wall Mirror

ART

Easel

WOODWORKING

Kindergarten Workbench
Set of Tools (15 pieces)
Tool Cabinet
Workbench and Vise

SCIENCE

Animal Cage
Aquarium
Terrarium
Water Play Table
Plastic Water Play Pan

MISCELLANEOUS

Crossing Ladders
Nesting Bridges
Variplay Triangle Set
Spring-O-Lene
Balance Beam
Rocking Rowboat

LOCOMOTOR

Ride'em Horse
Steel Platform Truck
Topper Truck
Tricycles
Wagons
Wheelbarrows

MUSIC

Autoharp - 12 chord

Piano

Rhythm Band Instruments

Records

LIBRARY

Library Display Unit

Books

NUTRITIONAL

Refrigerator (Electric - GE)

Hot Plate - Double Burner

AUDIO-VISUAL

Flannel Board

Cameras

Film Projector

Filmstrip Projector

Kodak Slide Projector

Language Master

Overhead Projector

Phonograph

Projection Tables

Radio - AM-FM

Tape Recorders

Television

Tripod Screen

Filmstrip Previewer

AN EXAMPLE OF A DAILY PROGRAM

...our amazing, bewildering, mysterious, fantastic, beautiful world...
Edith L. Geiger, Buffalo, New York

Our school community is considered to be a fringe area as we have children from both middle and lower class socio-economic groups. The school enrollment is comprised of Puerto Ricans, Indians, Negroes, Italians and a scattering of various other groups.

In answer to your request for a detailed report concerning the strategies which are used in our classroom to achieve the objectives of our program, I think it might be well to take you with me through our morning.

We move rather quickly from one activity to another, both to keep the children interested and to heighten their learning experience. Moving quickly from activity to activity and keeping the children busy helps to keep disipline problems at a minimum.

Many educators are finding that children at the early childhood level are capable of doing and understanding far more than had been hitherto believed possible, so in our class we try numerous things that stimulate the children's minds and broaden their educational experience.

We have a routine which we follow every day. Children thrive on a routine. It gives them security. We, however, have a great variety and freedom in our activities, and an easy flexibility within the framework of our routine.

We do not start our day with free play. I think we can keep a higher level of activities if we start the day by taking a cue from a situation which practically dictates what we should do.

When my aide and I greet the children as they come into class each morning, we find that they are bubbling over with things to tell us. They are also busy chatting with the other children as they come in the door. So, to me, it seems we should take advantage of all this warm enthusiasm, and seize the opportunity to develop their conversational skill when it is at a peak. They have something important (to them) to offer. It isn't the idle chit-chat that comes later in the morning.

So, after we start our day with the playing of the Star Spangled Banner over the loud speaker, we sit on the circle and everyone bubbles with the excitement of telling his own special news, or something he is going to do, or something a member of his family did, or something he saw on the way to school. These tid-bits give endless opportunities to develop conversational skills.

Very often children bring things to school that they want everyone to see. I don't ask them to bring anything, they just bring things with them as all children delight in doing. This sharing of their possessions helps overcome shyness. If a child brings something to class, he goes around the circle and shows each child, and talks about his possession, and lets the children feel and handle whatever he has brought. This serves several purposes; first, the child's pride of possession; then, if it is soft, furry, hard, rough, smooth, etc., it gives the children a fine tactile experience; then too, when a child brings a toy or other objects, and another child has a similar toy or object at home, there is more conversation as this other child excitedly tells about his toy, etc.

Many people who have visited our class have mentioned the fact that the children are verbal. I think it is this type of thing that has helped to make them so.

There is another reason why I like to start our day together on the circle. It is our school family and there is a warmth in our chatting together, and a feeling of oneness which I think the children like. It is our school home, and I want the children to feel that warmth and security.

Now it is time for a change and we must find out who is present. Sometimes I hold up their names, and they say, "That's my name." Sometimes I just call out their names and they say, "Here I am." I call the "ladies" first sometimes, and the "gentlemen" first other times. Quite often I call them by their last names i.e., Mr. Perez, Mr. Gonzalez, Mr. Abdel Hai, Miss Caligiuri, etc. , so that they will be completely familiar with their names. It helps to develop an image of "self". "This is my name. I am special. No one else has my name."

Sometimes I sing the child's name at a certain pitch, and the child sings, "Here I am", back to me on the same pitch. This is a good listening exercise for him as it teaches him to listen carefully to sounds, in order to be able to produce the same pitch.

Sometimes I toss a ball to a child and when he catches it, he gives his name and tosses the ball back, and we continue in the same manner as each child gives his name.

Sometimes we take their lettered names and spread them around on the tables and have each child find his name and bring it back to the circle and hold it in front of him.

The children know that we have eleven boys and seven girls in our class, so when we are finding out who is present we use the boys and girls themselves as a basis for some arithmetic. Sometimes we have one child count the boys and another count the girls, and still another count everyone by walking in back of each child and tapping him on the head as he counts up to the number present. Then we clap as we count up to the number of children who are there.

Sometimes I have the children count off with the first child saying one, the next saying two, etc. I try various ways so nothing gets into a rut and we have new approaches all the time to the things we do.

If any of the children are absent, we figure out how many are present. If someone comes late, we add him to the total figure.

It is now time to talk about what kind of day it is -- sunny, cloudy, rainy, snowy, etc. on our weather calendar. In this way we are always aware of the weather and anything that needs to be discussed concerning it -- where it comes from and why it is the way it is.

The weather calendar also helps prepare the children for reading, as the days move from left to right, and move down the calendar, row by row.

Sometimes, for our opening activities, I appoint a child to sit in my chair on the circle. I give the child the attendance book, and he takes over completely, calling the names of the children, or having them respond when he holds up their names. The child gives all directions, and takes care of having the children counted, the weather calendar, and anything else that would come up during our opening activities. I think it is good for a child to have this experience. And not only that -- most children like to play school, and this is for real. On one occasion I let a little girl take charge of the class for a whole morning and she did a beautiful job. These kinds of things give a child a tremendous feeling of his own worth, and it is fun besides.

We move next into a little science and nature. You may think that the things I have mentioned so far must have taken a great chunk out of our morning, but in reality they haven't. We pace things carefully and move right along, and our opening activities take, roughly, around 10 or 15 minutes.

I like to go into the science and nature after our opening activities because, if I have brought any unusual animal or creatures, it gives us time to talk about them and still have most of the morning for the children to become better acquainted with them. I also like to present things in science and nature before the children become tired from our energetic work-play period. The children like to see nature's many wonders and they like the little science experiments, which they refer to as my tricks.

Children are naturally curious, and they like to explore the many things around them, and are filled with questions about why things are the way they are. I feel that if a child learns to appreciate the wonders of this world, he grows up with fewer tensions, for he looks outward instead of inward.

In talking about science with these little folks, I do not burst upon them with assorted facts, for they would find that too much. I like to let them look at what I have, and let them wonder a bit, and then, whenever possible, let their curiosity cause them to ask questions. I hope that the facts that I add, whet their appetites further, so they will find endless joy in exploring the world around them.

I hope that our look at nature will help these children to understand more fully, nature's wonders, and develop in them a reverence for all life, and that they will grow to realize that they, too, are a part of nature, and that all they do is governed by nature s laws.

There are endless things to talk about and explore. A child of this age can learn about insects of various kinds -- ants, wasps, bees, dragon flies, praying mantis and many beetles. He can be taught to recognize an insect by its six legs and the three parts of its body. He can also learn that a spider is not an insect, as it has eight legs and two parts to its body.

Insects, their societies and ways, are extremely fascinating. If a bug crawls or flies into our room, we cover it with a wide mouthed jar and study it together. Many excellent science lessons come into a classroom unannounced.

A very interesting experience can be had by watching meal worms as they go through the transformation from larvae to darkling beetles. The metamorphosis is magic to children.

The woods offer so many things that can be used in class. We have used mosses, ferns, flowering plants, beautiful weeds, strawberries, and fungi of various types including the lovely polypores, and shelf fungus on which the children have sketched designs.

Trees are very interesting to study. It is fun for the children to count the rings in a log to find out how old the tree was when it was cut down. It is also fun to read the history of those rings. It is possible to find out which were the good growing years, and also the way the tree was facing (the side toward the sun). The bark makes for a wonderful study of textures, rough and smooth. And then there are those beautiful evergreens with their pine cones of many sizes and shapes.

We use our terrarium for exciting things. We had a layer of woods soil in winter that produced fantastic plants and weeds. We have had a layer of earth from a meadow with a wild strawberry plant, plantain, field weeds and a spittle bug. We now have mosses and strawberry plants in our terrarium along with a land snail, and a crane fly which has developed in the soil.

In the spring, we plant seeds in dirt filled cartons. Each child has his own carton in which he plants either tomato, marigold, nasturium or zinnia seeds. Each child takes care of his own carton, watching the seeds sprout and grow into fine little plants. The children take their plants home at planting time and continue to watch them grow in their gardens or some plot of ground. Very often, in the fall, the children come back into our room, proudly, to show us their tomatoes and flowers. It is a joyful experience for these little folks.

The children have taken begonia clippings and put them in water to watch the roots develop, after which they plant the clippings in a pot of soil. Each child cares for his own plant and takes it home when it is big enough.

We have planted deserted birds nests to find out what kinds of weeds are used by birds to build their nests. There are many seeds in birds nests.

In the fall, we have a little milkweed ceremony outside, where we let the wind take the milkweed fluff and seed to plant the seed somewhere, maybe nearby or maybe far, far away. The children like to toss the beautiful fluff into the air.

I have brought in rocks, stones and fossils to arouse interest and curiosity. I urge the children to bring to school any pretty or unusual rocks that they find.

We have made molds and bacteria cultures from fingerprints, fingernail clippings, hair, a cough, etc. Through this, the children learn that they should not put their fingers in their mouth.

We have had many animals in our classroom from time to time. Our New Zealand bunny has been a part of the program from the beginning. We have also had in our class in the past few years:

Guinea pigs: Two mothers with their litters so children could see that animals have families too, and also see how a mother animal cares for her little ones even as their (human) mother cares for them. A father and mother and three young, so children could see a complete animal family unit.

Gerbils: We also have had baby gerbils so the children could understand more about animal families.

Siamese rabbit
Young squirrel
Quaker parrot
Bee-Bee parrot

Cockatiel
Baby robins
Cowbirds
Tadpoles, frogs, toads, salamanders
Woolly-bears
Butterflies
Spiders
Ducks (mallards and Peking) from 3 days old until fully grown
Iguana
Tegu lizard
Snakes (garter and boa constrictor)
I bring snakes to class so the children will not have a fear of them as do many adults. The children learn snake facts and pet the snake.
Roosters
This spring we raised two roosters. We had them from the time they were a week old. When they were seven weeks old and a good size, we sent them to live at a farm. The children watched the development of these roosters with great interest.

I invited the superintendent of the Children's Zoo to visit us. We asked the lower grades of the school to hear him narrate a film. He brought an eight-week old Barbados sheep with him which the children enjoyed.

In science, we have done experiments with air pressure, balance, sound, magnets, static electricity, bacteria, chemical magic, gases, and other odds and ends that delight children.

I borrowed a microscope from the sixth grade so the children can see the teeny world. They enjoy seeing rotifers, leaves, hair, crystals, etc. The microscope is set up so the children can look through it anytime during the morning.

When we were talking about sound, we tried something very simple that the children liked. We took to the hall and went eavesdropping on all sounds we could hear. We stood outside of doors and listened to the sounds we could hear in the classrooms. We went into the office and had the office girls and principal run some of the machines for us so we could hear the sounds they made. Wherever we heard a sound, we went to find out what was making it, and we learned a great deal about various sounds and what made them. Discovering sounds for themselves was learning fun for the children.

There is so much to do in nature and science that no one should have any trouble finding exciting things for children of any age to do.

After our science-nature activity (usually about five minutes) we go into our free play or work-play time. This is the time in which we use the abundant equipment provided for the Early Push program. I also bring in other things that I think will help the children in their creative and learning experiences. The children choose activities according to their own desires. We have a block area, housekeeping corner, a place in which the children can play with educational toys and look at books, and a large area devoted to art creativity. We have growing things on window sills, and other things of nature placed where children can observe them whenever they

like. A cage for animals is on the floor where children can reach in and pet the animals, or on occasion, take them out and hold them.

We work with children singly or in small groups according to the situation, and whether or not they need assistance. The educational toys are very useful in learning experiences. We work with the children only if they have difficulties, or if our intervention will help to improve the experience. If a child or children would like to hear a story, an adult will read one.

The planting of clippings and seeds, and the caring for plants etc., is done during this work-play period. The children enjoy the responsibility of maintaining the right conditions for the proper growth of their plants.

We do a great deal of art work in our room. The children are always free to use crayons, magic markers, paper of their choosing, the easel, etc., but besides that, we have a special art technique available, sometimes two or three, each day. Having art every day helps the children's creative spirit. It thrives. I keep the children's best work in their folders (which they get at the end of the year), and let them take their other art work home.

Children thoroughly enjoy playing with boxes, so we have, whenever possible, boxes into which they crawl, jump, and climb. The youngsters also build with them and push them around.

We have a sand box in which the children play and build. They are allowed to take off their shoes and socks and walk in the sand box if they like. It is a good tactile experience.

We have group projects which have proven to be very enjoyable.

For Halloween we have made such things as a very large paper mache pumpkin on a wire frame, and also a monstrous paper mache spider on a wire frame. We have made spider webs of yarn and spiders of styrofoam. As the children made the webs, we talked about why a spider doesn't get caught in his own web.

In November, we have an Indian project with Indian drums, wampum, head dresses and a six-foot high teepee. We sing and dance and have a wonderful time.

One of our most exciting projects is the house we build. We have built them in the summer and winter sessions. The children hammer the nails into the boards with great enthusiasm. When finished, the house is about 5-1/2 feet tall, 6 feet long, and 4 feet wide. The children decide on a color for the house, and they all paint with vigor. I remember one class singing songs as they were painting the roof. It came about spontaneously and it was delightful.

After the house is finished, the children play in it, so it seems to me to be a worthwhile project. It is great for hand-eye coordination, language development, and the confidence the children gain from being able to use the tools and build something of worth.

Last year we built a store counter which was another great experience in hammering. Using the store is excellent for language development, numbers, words, use of money, and the shopping experience.

We had excellent cooperation from the parents. I asked if they would please open the cans they used from the bottom so we could have the cans with labels for our store, and also milk cartons, egg boxes, cereal boxes and anything else they might have. We had a tremendous response and received an abundance of supplies.

The store and the housekeeping corner work hand in hand. The children go shopping and take the items to the housekeeping corner, put the items in the toy refrigerator or cupboard, and then use them in a very realistic way as they play house. It has added another dimension to the home center.

The end of our work-play time is signaled by the playing of the clean-up song on the piano. The children put the toys away, wash the tables, sweep the floor, and mop it where and if it is necessary. There are children who are not permitted to wash dishes or play in water at home, and they happily wash out brushes and scrub paint dishes in our sink. The children take pride in their ability to do a fine clean-up job.

When things are all put away and the room is straightened up, I play a jumping song and the children know it is time for our exercises, and head to the center of the room and start jumping in rhythm. We exercise every day, for a change of pace, to use up any excess energy, and for health reasons. We exercise for about five or seven minutes. We use the following kinds of exercises, all to piano music:

Skipping
Hopping on one foot
Running in place
Jumping and clapping our hands over our head
Twisting from the waist
Bending over and touching the floor without bending knees
Balancing on one foot
Hopping, and falling each time the music stops
Rolling on the floor
Crawling on hands and knees
Walking on all fours
Walking like a duck
Hopping like a kangaroo
Flying like a bird
Push-ups
Legs up straight while lying on their backs
Scissors kick
Somersaults
Rocking
Rocking backwards and touching floor with feet
Slithering like a snake
Etc.

Some days we do exercises designed by the children, and some days we go to the gym where we play games and run freely. The project provides equipment on which the children can ride and climb so, on some occasions,we take it into the gym where we have plenty of room for its usage.

After our exercises, while the children are catching their breath, I have them gather around me or sit on the circle, depending on what we are going to do. I use about five minutes or so, each day, for an endless variety of things to develop their thinking, memory and observational skills. They enjoy doing the many things that are possible along this line.

I like to hold up pictures that have been cut and pasted on construction paper. The children look at a picture for a few seconds. Then I turn it over and ask something about it, such as; "What was in the picture?" or "How many things did you see?" or "What colors did you see?" etc.

I do it rapidly, like a game. The children have to be alert.

I have some pictures of cars in various positions. I have the children look at them and tell me where they would have to be to see a car looking as it does (at the side, in front, in back, on top, etc.).

The children enjoy the pictures of four objects with three that are similar and one that is different. After the children look at them for a few seconds I turn the picture over and the children name the object that doesn't belong in the group.

Sometimes we make up stories with the children adding parts here and there.

Tongue twisters are fun: Peter Piper picked a peck of pickled peppers. Sister Susie's sewing shirts for soldiers.

Children can act out: tying shoes, brushing teeth, opening a milk carton and drinking milk from a straw, or catching or hitting a ball, riding a bicycle, jumping rope, or getting ready for school.

Sometimes I say several words, then repeat them and leave one out, and see if the children can find which one it is.

I also name five items and put one in that doesn't belong and see if the children can discover it, i.e., banana, orange, mustard and grapes.

We often have the children close their eyes and listen to the environmental sounds (we close our eyes and open our ears). After about three minutes we open our eyes and the children tell what they have heard.

Sometimes I ask which sounds are: soft, loud, sneakers, rubber boots, bedroom slippers, milk truck, ice cream truck, fire-engine, feather, tinkle bell, door-bell.

We have taken walks with numbers in mind. We read house numbers, read the numbers on license plates, and read the numbers in store windows.

In class I like to clap five times and have the children repeat it after me. They have to listen to do it. Then I like to ask how many times I clapped. I vary the times clapped.

We talk about things that come in pairs like: eyes, ear, socks, mittens, shoes, etc.

Sometimes I ask what happens when you drop certain things on the floor, such as: a ball, wood, a marble, a cookie, and milk.

There are many things of this type about which I have the children think. Children must be encouraged to observe and think. It helps them to tackle the problems of everyday living.

During this time we also work on colors, shapes, numbers and letters, (in our work-play period we may work on these with individual children in connection with the educational toys they are using).

After this short period devoted to observing, doing, and thinking, we proceed to snack time. A child is chosen each day to call his classmates, individually, to the table. Each child enjoys being chosen to call the rest of the children. It gives him a sense of importance.

We sing a grace before we eat, and have a quiet snack with the children engaging in friendly conversation. In the beginning of the school year, we often have youngsters who have very poor table manners, in fact, some find it difficult to sit at the table. Some appear to have home situations in which they grab something from a table and run off to eat it elsewhere, perhaps in front of a television set. We start very early in the year to talk about good manners. As the year progresses, there is a vast improvement in table manners, with "please" and "thank you" being used with ease. The children are praised for their fine table manners and take pride in eating nicely.

When we are finished with our snack time and have disposed of our cups, napkins, plates, etc. we have rest time. The children lie on rugs and rest while I play music of the masters on the piano. I play music that is suitable for these little folks. On occasions, I use symphony recordings. I like to have the children hear good music, as many of them do not have any other opportunity.

Sometimes we let our bunny out to hop from child to child while the music is being played. The children pet him as he hops onto their rugs.

When rest time is over I may say, "If your name starts like this (letter sound), put your rug away."

Some other times, I may say, "If you have anything on that's red, etc. put your rug away."

Then sometimes I may say, "If you have blue eyes etc., put your rug away."

Or sometimes we have a competition between boys and girls to see who puts rugs away in the quietest way.

Then it is music time.

We sing and play our instruments for about twenty minutes a day, and we have a glorious time. We sing a great number of songs in a year (seasonal and otherwise). We learn around 115(or so)songs and play all sorts of combinations of instruments, both homemade and commercial rhythm band instruments. We have lots of fun with the various instruments, and if anyone drops in to visit us, they are invited to play along with us.

Besides singing a song for the sake of singing it, singing helps with speech therapy. One uses all the letters of the alphabet when singing, but through singing one emphasizes the letters differently.

The children learn to hum and whistle. They also make up songs, and sing solos. We have many volunteer performers.

On occasion,we have a musical treat. We invite musicians to demonstrate their instruments for us. After the guests demonstrate their instruments, we sing songs and they play the songs with us and/or we get out our instruments and they play along with us. It's a great experience for the children. I hope that as a result of this early exposure to good music, they will want to play an instrument as they grow older, perhaps like one they have heard while in Early Push. At least, I hope they will want to continue to make music a part of their lives.

And now it is story-time.

I read some stories and my aide reads some. If any visitors come to our class,I ask if they will please read to us a story of their choosing. I think a variety of story-tellers is good for the children. Everyone has a different way of reading a story and this adds new color to story-time.

Something that is fun to do is to take a familiar story and change it as much as possible and watch the children's reactions. You no sooner start and they are right in there correcting you. It keeps them on their toes, and they sit like little vultures ready to jump on you for every mistake. They love it.

To finish our morning we have a game, unless for some reason, time runs out. Then with the children putting on their wraps, our morning is over and we cheerily say "goodbye".

We have fine parent participation in our class. We have coffee ready for parents, if they care to have any,when they bring their children to class in the morning, or stay to visit. We encourage parents to visit as often as they can, and while visiting they may enter into any activity in which they care to participate. We have a very relaxed and warm relationship with the parents.

We have an art exhibit down through the main hall of the school each spring and invite parents and friends of Early Push to see the artistry of these little folks. The talents of the very young are amazing.

The last few weeks of school, we have Pet Days. I tell the children that they can bring their pets but to have their mother or father, or both, come to school with the pet so if it is a dog or a cat, the parent can take it home after the child shows his pet and talks about it. If a child has a bird or turtle or such, this pet can remain in school for the morning. I assign one pet a morning so each child who has one can have the joy of showing off his pet without any competition from anyone else's pet. The children enjoy these Pet Days very much.

We have a wonderful time in our class, and are always trying new approaches to learning about our amazing, bewildering, mysterious, fantastic, beautiful world. We try to develop a healthy self-image in each child by helping him realize that he is a very important individual. We try to develop his emotional growth through warm relationships with adults and classmates. We encourage self-expression and creativity, verbal communication, and social interaction, and try to bring out the best in every child.